

УДК 37.018.324

## Criterion-Factor Modeling of Character Education of Orphans

**Natalia F. Iakovleva\****Krasnoyarsk State Pedagogical University**them. VP Astafeva**89 Ada Lebedeva Str., Krasnoyarsk, 660049 Russia*

Received 19.07.2013, received in revised form 23.07.2013, accepted 02.09.2013

*The problem of education of spiritual, moral and volitional character traits in children-orphans and children left without parental care is studied. The features of characterological development of orphan children in educational and social care homes are analysed. The process of building a model of character education of orphans, including manageable factors and criteria, is theoretically justified and described.*

*Keywords: orphans, character, education, spiritual, moral and volitional features, method of criterion-factor modeling.*

**Introduction to the problem of the study.** Contemporary public policy in the field of education is characterized by orientation to the formation of spiritual, moral and volitional character traits of the new generation of schoolchildren. Thus, in the new edition of the Federal Law «On Education in the Russian Federation,» humanistic character of education providing education of mutual respect, hard work, citizenship, patriotism and responsibility (Federal Law of the Russian Federation «On Education in the Russian Federation», 2012) is proclaimed to be one of the main principles of the state policy in the sphere of education. Realization of this principle has a particular relevance to the education of children and adolescents deprived of parental care and brought up in the educational and social care homes – orphanages, social rehabilitation

centers, correctional boarding schools, juvenile correctional facilities. Researches show that characterological development of orphans runs on with serious distortions and deformations, manifested in the undeveloped ability to analyze phenomena and events, to evaluate actions and deeds from moral and pragmatic points of view, to assess consequences of actions and behavior and to be responsible for them, to carry out their own life choices and to be the «author» of their career; to perform emotional and volitional self-regulation of behavior, etc.

Many medical, educational and psychological researches are devoted to the phenomenon of character. Essence, functions and structure of character are examined in the works of domestic and foreign researchers: B.G. Ananieva (Ananieva, 2008), M.E. Burno (Burno, 2006),

E. Kretschmer (Kretschmer, 2008), A.F. Lazursky (Lazursky, 2008), N.D. Levitov (Levitov, 1969), V.N. Myasishchev (Myasischev, 2001), S.L. Rubinstein (Rubinstein, 2008), V.P. Rudnev (Rudnev, 2002), Z. Freud (Freud, 1923), E. Fromm (Fromm, 2008), etc.

The essence of character, according to the researchers is:

- Set of inclinations specific to the individual, meaning inclination as «possibility of multiple repetition of a mental process observed in a particular individual (Lazursky, 2008);
- Sum of all the possible reactions of an individual in the meaning of manifestation of will and affect (Kretschmer, 2008);
- Individually pronounced and qualitatively unique psychological traits of an individual influencing their behavior and actions (Levitov, 1969).

The character performs a number of functions. According to Erich Fromm, a person's character is a kind of replacement of the lost animal instincts which provides an opportunity to act consistently and rationally, becoming free from the burden of taking always new and thoughtful decisions. In addition, character performs the function of the selection of ideas and values, "most people think that ideas are independent of emotions and desires, and are the result of logical deduction, they assume that their life position is confirmed by their ideas and evaluations, while in fact the latter are as much a product of their character as their actions. This confirmation, in turn, helps to perpetuate the existing character formation, as allows it to seem right and noble" (Fromm, 2008). Erich Fromm saw the third function of the character in the ability to adapt to society.

The problem of character is considered in the framework of multi-dimensional and functional analysis of its structure and manifestation of individual features, such as:

- Sociability – in the works of L.A. Zhuravleva (Zhuravleva, 2004), S.N. Satysheva (Satysheva, 2003), M.A. Simonova (Simonova, 2003);
- Perseverance – in the studies of O.B. Barabash (Barabash, 1992), I.A. Ponomareva (Ponomareva, 2004);
- Curiosity – in the works of S. Kudinov (Kudinov, 1999);
- Liability – in the research of V.P. Pryadein (Pryadein, 1998), L.I. Dementy (Dementy, 2005);
- Discipline – in the works of A.V. Muzalkova (Muzalkov, 1996);
- Deceit – in the thesis research of I.A. Tserkovnaya (Tserkovnaya, 2005), etc.

The features of characterological development of orphans and children left without parental care are discussed in the works of M. Ainsworth (Ainsworth, 1991), I.A. Aryamov (Aryamov, 1991), O.V. Berezhnaya (Berezhnaya, 2005) J. Bowlby (Bowlby, 1991), J.F. Dementyeva (Dementyeva, 2000), E. Dehelan, L. Szeredi, A. Tardos (Dehelan, Szeredi, Tardos) I.V. Dubrovina, M.I. Lisina (Dubrovina, Lisina, 1990), J. Korczak (Korczak, 1991), N.F. Yakovleva (Yakovleva, 2010, 2011), etc. Based on the empirical data obtained by teacher observation, psycho-diagnostics and self-analysis, we can distinguish character defects typical for orphans: non critical thinking, irresponsibility, lack of will, deceit, uncommunicativeness, rigidity, dependency. Each character defect is the complex of symptoms consisting of a plurality of features, reflecting the specificity of the social experience of orphans and the multi-level system of their attitudes to a particular side of reality (Yakovlev, 2011).

The works of P.F. Kapterev, A.G. Kovalev, J. Korczak, A.I. Kochetov, V.D. Levitov, A.S. Makarenko, S.L. Rubinstein,

V.A. Sukhomlinsky, K.D. Ushinsky, E. Fromm, M.I. Shilova, N.F. Yakovleva and others are devoted to the factors of character education. P.F. Kapterev pointed to the influence of “environmental impacts”, qualifying a family way of life, school environment, political system, folk traditions (Kapterev, 1982) as some of them. N.D. Levitov attributed Pioneer and Komsomol organizations, self-education to significant factors of character education believing that the educational impact realized by the word of persuasion, by one’s own personal example or exercise causes “necessary states” in a pupil, which are fixed and sequentially turn into stable features of character (Levitov, 1969). According to V.P. Kashchenko, a child’s social class position, presence or absence of parents and other factors are very important. V.P. Kashchenko placed a special emphasis on the cultural level of the family and “mental induction” of the environment, meaning their negative or positive mental effects (Kashchenko, 2000). Erich Fromm designated personality traits of the parents as important factors for the formation of character, believing that a child’s character is a “replica” of their character, mental and physical features of the social environment in which the child grows (Fromm, 2008).

The researchers are united in the opinion that character education requires a comprehensive consideration and integration of its determining factors, as it is an overcomplicated polystructural multifunctional dynamic system. However, we should note the lack of the study on the problem of the factor determination of character education: the factors are not identified or described, a satisfactory classification is not developed, no criteria and indicators for their evaluation are presented which makes setting the goals of character education, defining its strategic goals and choosing technologies and methods of education difficult.

**The aim of this study** is a theoretical ground and constructing of a criterion-factor model of character education of orphans, which allows identifying the main factors and the criteria for their evaluation, assessing their significance in quantitative terms. The concept “factor” in the present study is seen as the driving force, which determines the development, change and formation of character in a complete and complex set of its features which are a kind of core education of an orphan child’s personality determining the quality of their life (Shilova, Yakovleva, 2010).

**Conceptual bases of the study** are

- Concepts of socialization by A.V. Mudrik (Mudrik, 2006), of social adjustment and social education of orphans and children in the area of social risk by B.N. Almazov (Almazov, 2008), V.G. Bocharova (Bocharova, 1999); L.M. Shipitsyna (Shipitsyna, 2003), etc.);
- Theories and concepts of management: management theory in the educational systems by V.A. Adolf (Adolf, 2009), the concept of innovation management in education by A.I. Tayursky, A.M. Aronov, E.N. Belova (Tayursky, Aronov, Belova, 2013), the concept of pedagogical management by V.P. Simonov (Simonov, 2007), the theory of strategic management in the system of education by G.A. Dmitrenko (Dimitrenko, 1999).

**Statement of the problem.** Analysis of the works by national and international researchers, regulatory documents on the problems of education of orphans shows that we have a number of contradictions arisen by now.

*At the state level*, this is a conflict between:

- The need of society in the development of human capital and unsuccessful socialization of a huge number of graduates of public institutions of

institutional education of different types (children's homes, orphanages, social rehabilitation centers, military schools, Marian gymnasiums, educational colonies, etc.);

- The increase in public investment in institutional upbringing of orphans and children left without parental care, and low efficiency of their use, that does not provide a satisfactory socialization of children in boarding institutions.

*At the scientific and practical level*, this is a conflict between:

- Increasing complexity of psychological and pedagogical problems associated with the specificity of characterological development of children and orphaned adolescents and the lack of their comprehension in theoretical science;
- Fragmentation and patchiness of the scientific data on the factors of characterological education and development of orphaned children in educational boarding institutions and the need to build a criterion-factor model to identify and describe the factors of character education, and to develop measurement tools.

Identified contradictions allow us to establish that there is **need to solve the problem** in teaching science, consisting in scientific understanding, theoretical justification and development of a criterion-factor model of character education for orphans and children left without parental care.

It was shown above that the process of character education speaks in the following terms: structure, factor, environment, resources, strategy, management. These definitions are key to strategic management – the art of effective management of social and economic systems.

Modern teaching science presents theoretical background to the study of the

features of management in education. According to V.P. Simonov educational management as a social activity-based system is a “set of principles, techniques, organizational forms and processing methods of management of educational and learning process” (Simonov, 2007).

**Methodology** (methods). The basic techniques of strategic management were used in the study – analysis of factors of internal and external environment (SWOT-analysis) and the method of criterion-factor modeling.

**Description of the development of a criterion-factor model of the process of character education of orphans.** In the development of a criterion-factor model of evaluation of the process of character education the algorithm proposed by G.F. Dimitrenko (Dimitrenko, 1999) was used.

**At the first stage** the analysis of the state of the problem of the current generation of students' character education was conducted:

- the essential content of the categories “character”, “spiritual, moral and volitional character traits”, “education of spiritual, moral and volitional character traits” was clarified;
- spiritual, moral and volitional features that could be considered as the basic features of today's students were distinguished.

*The results of the first stage.* Distinguishing the basic integral character traits based on a poll of teachers and pupils on online questionnaire “Basic character traits of today's students”, available on the Internet at <https://docs.google.com/spreadsheet/viewform?fromEmail=true&formkey=dHZDUTJQV1J2Y1RPSmd5YmotWWdCMnc6MQ>.

The respondents were asked to assess the value and significance of 60 character traits on a 10 point scale (from 0 points – the trait has no value and relevance up to 10 points – the trait has superimportant and valuable. 1682 people

took part in the survey, including teachers of educational institutions of various types – pedagogical universities (160 pers.), technical colleges (154 pers.), trade schools (114 pers.), secondary schools (145 persons), children's homes (143 people), social rehabilitation centers for minors (120 pers.), Cadet Corps (96 pers.), women's Mariinsky schools (98 pers.), juvenile correctional prisons (82 pers.), parents of the students (570 pers.).

Based on the poll data we distinguished the following integral features as the basic character traits of today's students: **citizenship** (patriotism, Russian identity, collectivism), **humanity** (kindness, justice, tolerance), **spirituality**, **responsibility** (commitment, organization, discipline), **social activity** (hard work, purposefulness, initiative), **courage** (boldness, perseverance, patience, optimism), **self-regard** (self-criticism, self-esteem).

#### **At the second stage:**

- the major factors of the process of character education were identified, analyzed and classified;
- the value of each factor was calculated;
- the criteria and indicators were defined;
- the criterion-factor model of the process of character education of orphaned children in the educational institution was projected.

#### *The results of the second stage.*

Distinguishing and analysis of the key factors of character education of orphans was carried out by SWOT-analysis. SWOT is an acronym for the words **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats. At the same time strengths and weaknesses are the factors of the internal environment, opportunities and threats are the factors of the external environment. According to the analysis the factor models that reveal the potential of favorable external circumstances and internal factors affecting the process of education

negatively and requiring corrective actions were designed. SWOT-analysis was performed in 17 educational and social care homes in Krasnoyarsk, Achinsk, Sosnovoborsk, Kansk and in the cities of Zaozerny, Irbeysky, Nizhne-Ingashsky, Yenisey areas, etc. As an example, there is a factor model of one of the children's homes presented below in Fig. 1.

The analysis of developed factor models made it possible to identify the factors of character education of children, indicated by most of these experts:

- The conditions for life in the educational institution;
- The nature of teaching (educational) environment;
- Intragroup hierarchy among inmates;
- Psycho-pedagogical competence of teachers;
- Personal characteristics of teachers;
- Professional deformation and emotional burnout of teachers, etc.

*Facilities of boarding school life* are made up of material support: living conditions, quality of food, variety of leisure activities, provision of teaching resources, sports, work, etc. N.D. Levitov argued that routine and style of daily living conditions affect the character. Thus, "... occurring cases of weak will in people may find their explanation in the lack of organization of everyday life, as well as, in its turn, the lack of organization of life is often based on the weak character of people (lack of principle, unevenness)" (Levitov, 199).

Material support for children in a variety of boarding schools can have tremendous differences depending on the location (city, small town, village), quality and time of construction of the building, the presence of sponsors and patrons, and so on. For example, material and living conditions of inmates of children's homes in urban and social rehabilitation centers are

<b>Positive internal factors S</b> Financial provision Comfortable living facilities for orphans Centers and workshops for additional education of children Caring sponsors and partners	<b>O Negative internal factors</b> Pedagogical neglect of orphans Lack of teachers' professional competence High staff turnover Poor communication with schools and institutions of primary vocational education, secondary vocational education, higher vocational education
<b>Positive factors of local W community</b> Upgrading professional qualification of teachers Contacting with industrial enterprises on organization of social tests for orphans Target admission of orphans into institutions of primary vocational education, secondary vocational education, higher vocational education	<b>T Negative factors of local community</b> Poor reputation of a children's home Negative attitude of other educational institutions to orphaned children Absence of inter-institutional communication with the bodies of post-orphanage support for orphans

Fig. 1. SWOT-model of analysis of factors of internal and external environment of the educational institution (orphanage)

significantly better than in rural homes, which certainly affects the formation of sanitary and household skills, tidiness, etc. At the same time, small rural orphanages have more stable educational groups, it is easier to create a "home" atmosphere there for maximum closeness to the family education, etc.

*The nature of teaching (educational) environment of the boarding school.* Environment in the most general definition is considered as the surroundings, a set of conditions and influences around the man. Educational environment is a specially organized space of interaction among the subjects of education with the fundamental teaching positions – subjectness – objectness, collectivism – individualism, freedom – restrictions, etc.

The environment described in terms of pupils' subjectness-objectness is characterized by the facilities for the development of activity or inactivity, freedom or dependence of a child

and can be of four types (Korczak, 30). Type I is "dogmatic educational environment" conducive to the development of passivity, a child's dependence on the group's opinion and other people. Type II includes "career educational environment" conducive to the free development of the activity, but limiting the child's initiative and independence in decision making. According to J. Korczak, type III included "serene educational environment" conducive to the free development, but also perpetuating a passive child. Type IV, which is the most desirable type for a boarding school, is "a creative educational environment", which provides development of a child's activity, responsibility, initiative, self-reliance. Creative educational environment is defined by a variety of activities in accordance with the interests of children and the possibilities of the educational institution. It is important to remember what B.G. Ananiev emphasized: "Not every activity produces active character traits. Only such an

activity that produces real material or spiritual values, which creates new conditions of human life, and thus offers the prospects of further development, produces and active character traits associated with the will” (Ananiev, 2008)

From the standpoint of collectivism-individualism, educational environment is organized according to the principles of management which the teaching staff follows. So, V.I. Slobodchikov identifies its three types: 1) environment, organized according to the principle of uniformity (the high level of structuredness, unity of command authority, domination of administrative and targeted communications and relations), 2) environment, organized on the principle of diversity (minimum structuredness, competition for resources, the absence of unity of the educational space), and 3) environment, organized according to the principle of variability (optimal structuredness, pooling of resources, providing inmates with the individual trajectories of development) (Slobodchikov, 2008).

Educational environment, viewed from the standpoint of freedom-restrictions, is characterized by the degree of the regulation restrictions of the life of students and closed nature of a children’s home from the broad society, defined by the relation between the regime of a children’s home and students’ freedom. Here “distortions” in one direction or another are equally undesirable. “Tough” regulation of life with a maximum limit of freedom forms “learned helplessness” expressed in the inability and unwillingness to make their own decisions and take responsibility for them, while unnecessarily wide “corridor” of given freedom can provide fertile ground for the formation of deviant behavior – vagrancy, harmful habits, etc. The need to search for the optimal balance of restrictions and freedom of boarding schools’ pupils was emphasized by V.P. Kashchenko: “The results of re-education will be more significant, if the transition from

a strictly regulated life in a special children’s institution to independent activity is slower and softer, no matter whether it is a special school for orphans, an Institute for difficult children, nervous children’s homes, school-sanatorium, college on education of blind or deaf children, etc.” (Kashchenko 2000). If we go to a broader generalization, it should be noted that the factor of the educational environment is entirely in the hands of the teacher: it can be both their docile instrument or the obstacle for education. Thus, it is necessary not only to examine the impact of the teaching (educational) environment in a particular educational institution on the formation of character, but especially to design it in line with the objectives of character education (Yakovlev, 2010).

*Intragroup hierarchy among inmates.* Closed groups of adolescent orphans developing in relative isolation, as well as opened groups, have a layer structure of differentiation, which is expressed in the fact that even a simple observation is able to distinguish three status layers easily: high-status, mid -and low-status members of the community (small group). In the conditions of a closed, relative strangeness from the outside world the membership and the role inside a boarding school’s group are particularly important because they determine the sign and degree of emotional intensity of interpersonal communication between students”. As a result of identifying a child or adolescent with their role position (leader, performer, outcast) their characterological development is distorted and defects of character are shaped. Therefore, the main task of teachers is to prevent the prevalence of spontaneously emerging hierarchy of interpersonal relations, that is, to weaken the influence of this factor.

*The professional competence of teachers of a boarding school.* The competence of teachers consists of knowledge of methods for monitoring

psychophysical and social development of children deprived of parental care, general pedagogical and specific methods of training, ability to design and program educational work, to provide social protection, etc. in difficult conditions determined by “difficult” character of the pupils. In addition, the teacher who works with orphans, should be able to manage the educational process, i.e., have the managerial capability (Belova, 2010). Numerous studies show that teachers who begin to work in children’s homes feel confusion, helplessness and professional incompetence. One of the graduates of a pedagogical university described the beginning of her professional career as an educator in a social shelter in the following way: *“There is an entirely different world in the shelter, and the kids are special too. I had a feeling that they did not want to understand anything, constantly resisting every educational influence, and those methods that I had been taught at university, just did not “work”. Daily contact with these children requires special training: how to talk, persuade, inspire, shoot bursts of anger and aggression, achieve changes in behavior. It is obligatory to be an educator, psychologist and psychotherapist at the same time ...”* (Yakovleva, Ovchinnikov, 2011).

*Educational attitudes and character traits of educators.* Educational setting of an educator provides focus and sustainability of professional activities and serves as the basis for their selective activity. It includes a predisposition to perceive things and events, as well as the willingness to act in this situation in a certain way. Attitudes of educators defining the mechanisms of educational practice in boarding schools can be divided into:

- formal-role (focus on the implementation of functional responsibilities, conscious narrowing of the scope of interpersonal contact with pupils, their emotional rejection). Teachers with such attitudes have the following features: sense of

duty, lack of initiative, focus on avoiding failure, dependence on group opinion, etc;

- totalitarian (orientation in education to the rules, regulations and traditions). Pedagogical actions of educators with totalitarian attitudes are primarily directed to the “struggle with disabilities”, the leading role here is given to the prohibitions dictatorship, suppression, etc. Characteristic features of the holders of such attitudes are the striving to success, leadership and power, aggressiveness, toughness, rigor, reduced level of empathy and so on;
- permissive (hypocritical imitation of teaching activity with indifferent attitude to children and the results of education). Permissive teachers’ foibles are indifference, passivity, mendacity, reduced normalization of behavior, etc.;
- attitudes to intimate personal communication (the desire to “be a friend” “to substitute mother” to the detriment of pedagogical requirements. Despite the obvious humanistic orientation of such attitudes, their holders often become targets of manipulation on the part of pupils, particularly teenage boys, as the position of a “friend” or “Mother” occupied by teachers impede the presentation of fair requirements. Teachers of this type are characterized by softness, flexibility, dependence on other people’s opinions, the absence of the desire to dominate, and so forth;
- humane-democratic (the optimal combination of love and respect for children with the educational exactingness imposed on them). This is the most valuable setting in the professional sense, the setting that produces the normal



functioning of the pupil and the success of the educational process. Teachers of the humane-democratic type tend to have a well-balanced character, are well-adapted, focused on self-realization and are perceived by others as harmoniously developed people. For teachers with low professional competence and formal-role, totalitarian, permissive, and partly with the attitudes to intimate personal communication the work in an orphanage is accompanied by everyday psycho-traumatic situations: stress, conflicts with children and colleagues, leading to emotional burnout and professional deformation (Yakovleva, 2012).

V.P. Kashchenko noted that the personal qualities of the teacher who is in charge of re-education of various foibles are of great importance. Subdividing children with foibles into four main groups – unstable, closed, weak-willed and impetuous (nervous) – Kashchenko grouped the teachers working with them into four types as well – suggestive, intimately acting on a child's feelings, dynamic, maternal. For example, affective instable child, who can become excited after the slightest criticism of the teacher, can be rude and even strike, should be opposed by an ability to identify increasing feeling of discontent timely; the teacher should prevent a possible response by the power of suggestion (suggestive type). The teacher, intimately acting on a child's feelings, is effective in the case of fearful, insecure, introverted pupil, who is little suggestible and "meeting only complete peace of mind and balance". However, the influence of suggestive and intimately acting teachers does not work in the case of weak-willed, rampant students, or students with a strong sexual instinct, who Kashchenko called "slackers", "revelers", "windy heads" changing schools and jobs, constantly lying and stealing. Such pupils may be affected

only by teachers of the dynamic type –practical realists who are hard-bitten, consistent, rigorous, non-irritating, straight, with a strong will. In the education of nervous, diffident, shy children they need willingness to care, typical of teachers of the maternal type (Kashchenko, 2000). Thus, the influence of teaching attitudes and personal qualities of the educators on the characterological development of the pupils may be positive, negative or neutral.

*Emotional burnout and professional deformation of teachers.* To study the levels and symptoms of burnout in 2009, the author of the present work has done a research in the group of testees (62 pers. – educators in children's homes, teachers of secondary school, masters of industrial training), working with orphans and graduates of children's homes in Shushenskoe village. In the study the author used the following methods: interview, survey, testing on the technique by V.V. Boyko. Empirical data provided a detailed picture of the syndrome of emotional burnout as a dynamic process that happens to teachers working with children and young orphans in the age range from 2 to 29. The level of burnout was assessed by 12 scales which were grouped according to three phases: "Anxious tension", "Resistance", "Depletion".

The study showed that 72% of the respondents had their professional activity connected with experiencing psycho-traumatic circumstances, among which they mentioned "constant anxiety and stress related to the inappropriate behavior of students" (their rudeness, aggressiveness, dependent position, laziness, etc.), "impotence of educators" in the situations of students' refusal to perform educational and work responsibilities, escapes, fights, etc. A sense of hopelessness felt deeply, the feeling of intellectual and moral impasse in the case of one third of the teachers is expressed in discontent with oneself (with the chosen profession, position), while one in five feels

“driven into a cage”. Complicated circumstances of professional activity, dissatisfaction with its results generate powerful energy stress in the form of experiencing situational or personal anxiety, surmounted by *inadequate emotional responses* (90%), *emotional and moral disorientation* (85% of the respondents). Inadequate emotional responses were described by the teachers as the desire “not to pay attention to their (students’) behavior”, “not to take their concerns to heart,” “to talk to them less”, etc. Emotional and moral disorientation of teachers in respect of pupils is reflected in such statements as: “They can not be corrected anyway”, “They do not understand in a kind manner”, “The harder you behave with them, the better”, etc. But probably the worst in the phenomenon of professional deformation and emotional burnout is attempts to relieve or reduce the duties that require emotional costs (90% of the respondents). The interviews with the teachers indicated that they recognized the conscious reduction of their professional duties and largely formal compliance.

The influence of the factor of emotional burnout on the character education of orphans is that an emotionally and personally aloof teacher who has lost interest in the personality and destiny of their pupils, elects a formal role interaction with them and can not be an important adult for them, the identification with whom provides the formation of moral and volitional character traits. Therefore, this factor may have only negative effect that requires its neutralization (Yakovleva, 2012).

Thus, the criterion-factor model includes 7 factors – standards of living, nature of the educational environment, intragroup hierarchy among inmates, professional competence,

personal characteristics and educational attitudes of teachers, their emotional burnout and professional deformation (Table 1). Quantitative evaluation of the factors identified was conducted in the following manner. All the factors were taken as 1, that is  $\Sigma 10 \text{ factor} = 1$ . We chose a 10-point grading scale, and the respondents (teachers, social workers, psychologists of orphanages, rehabilitation centers) were asked to rate the importance of the factors. Total score on the separate factor allowed us to determine the rating of each of them. Then the value of each factor was calculated by dividing the sum of the points on the separate factor by the total sum of points. This procedure allowed establishing the value category for each of the factors. As it can be seen from Table 1 the factors “educational environment” and “professional competence of teachers in the field of education” have the highest value. The factor “standards of living” has the lowest rating.

**Conclusion.** The study showed that the method of criterion-factor modeling in the evaluation of the process of character education can be seen as a pedagogical innovation, as it allows:

- Selecting and measuring the value of the factors unique to each educational institution of internal and external environment;
- Carrying out a quantitative evaluation of the process of spiritual and moral education, and activities and volitional character traits allowing greater control;
- Justifying the choice of teaching strategies to educate these traits in specific conditions of a particular boarding school.

Table 1. Criterion-factor model of the process of character education of orphans

Factor of character education	Value of the factor	Criteria of the factor
Standards of living	<b>0,05</b>	1. Standards of living are as close to the family, the children live in families-groups in comfortable rooms of apartment type, accommodation in bedrooms is for 2-3 people. 2. Children live in comfortable rooms with a common dining room, accommodation in bedrooms is for 4-5 people. 3. Accommodation is in ill premises; accommodation in bedrooms is for more than 5 people.
Nature of the educational environment	<b>0,2</b>	1. Dogmatic learning environment. 2. Career learning environment. 3. Tranquil educational environment. 4. Creative learning environment.
Intragroup hierarchy among inmates	<b>0,1</b>	1. "Nonrigid" fixation and the ability to raise the status of the pupil, the lack of stigmatizing the status role. 2. Rigid fixation of the status and the inability to improve it, stigmatizing the status role
Professional competence of educators in the field of education	<b>0,2</b>	1. The ability to perform functional duties in a professional manner. 2. The ability to perform most of the functional responsibilities, the existence of difficulties in complex and/or unusual situations. 3. The ability to perform certain functional responsibilities, the presence of difficulties in most teaching situations.
Personal characteristics of teachers	<b>0,15</b>	1. Educator of the suggestive type. 2. Educator, intimately acting on a child's feelings. 3. Educator of the dynamic type. 4. Educator of the maternal type.
Educational attitudes of teachers	<b>0,2</b>	1. Attitude to humane and democratic communication. 2. Attitude to intimate personal contact. 3. Attitude to formal role-based communication. 4. Totalitarian attitude. 5. Permissive attitude.
Emotional burnout and professional deformation of teachers	<b>0,10</b>	1. Symptoms of emotional burnout and professional deformation are not defined. 2. Symptoms of emotional burnout and professional deformation are in the formative stage. 3. Symptoms of emotional burnout and professional deformation are formed
<b>Total</b>	<b>1,0</b>	

### References

1. Adol'f, V.A., *Upravlenie v pedagogicheskikh sistemakh. Monografiia* [Management in pedagogical systems: monograph]. Krasnoyarsk, Siberian state aerospace university Publ., 2009, pp.34-39.
2. Adol'f, V.A., Luk'ianenko, M.V., Chiurlaeva, N.P. (2010). Podkhody k sovershenstvovaniyu i printsipy upravleniya v pedagogicheskikh sistemakh. [Approaches to improvement and management principles in educational systems ]. *Innovations in continuing education* (1), Krasnoyarsk, 23-29.

3. Ainsworth, M., *Obratim li effekt deprivatsii? Lishennye roditel'skogo popechitel'stva* [Is the effect of deprivation reversible? Children deprived of parental care]. Moscow, Prosveshchenie Publ., 1991, pp. 161-166.
4. Almazov, B.N., *Psikhologiya problemnogo detstva: posobie shkol'nomu uchitel'iu* [Psychology of troubled childhood: a guide for a school psychologist and educator]. Ekaterinburg, 2008, pp. 28-32.
5. Ananiev, B.G., *Stroenie kharaktera. Psikhologiya individual'nykh razlichii* [Character structure. Psychology of individual difference]. Moscow, AST Astrel Publ., 2008, pp. 294-299.
6. Ariamov, I.A., *Izuchenie rebenka v detskom dome. Lishennye roditel'skogo popechitel'stva* [The study of children in an orphanage. Children deprived of parental care]. Moscow, Prosveshchenie Publ., 1991. pp. 22-27.
7. Barabash, O.B., *Psikhologo-pedagogicheskie osnovy samovospitaniia nastoichivosti v studencheskom vozraste. Dissertatsiia kand.ped.nauk* [Psycho-pedagogical bases of self-education of determination in student's age. Dissertation of Doctor of pedagogical sciences]. Moscow, 1992. 22p.
8. Belova, E.V., (2010). Upravlencheskaia kompetentnost' rukovoditel'ia kak faktor razvitiia innovatsionnoi deiatel'nosti v obrazovatel'nom uchrezhdenii. [Managerial competence of the head as a factor in the development of innovation activity in the educational institution. Innovations in continuing education]. *Innovatsii v nepreryvnom obrazovanii* (1), Krasnoyarsk, pp.13-19.
9. Berezhnaia, O.V., *Psikhologo-pedagogicheskoe soprovozhdenie detei-sirot kak sredstvo ikh sotsializatsii. Diss...kand. ped..nauk* [Psychological and educational support for orphaned children as a means of socialization. Dissertation of Doctor of pedagogical sciences]. Stavropol', 2005, 22 p.
10. Bowlby, J., *Detyam – liubov' i zabotu. Lishennye roditel'skogo popechitel'stva* [Love and care for children. Children deprived of parental care.]. Moscow, Prosveshchenie Publ., 1991, pp. 144-153.
11. Bocharova, V.G., *Sotsial'naia mikrosreda kak faktor formirovaniia lichnosti shkol'nika. Diss...dokt.. ped..nauk* [Social micro environment as a factor in the formation of a student's individual. Dissertation of Doctor of pedagogical sciences]. Moscow, 1999, 44 p.
12. Burno, M.E., *O kharakterakh liudey (psihoterapevticheskai kniga)* [About the characters of people (psychotherapeutic book) ]. Moscow, Academic Project Publ., 2006, pp.178-195.
13. Gol'dshtein, G. Ia., *Strategicheskii menedzhment: Konspekt lektsii* [Strategic Management: Lecture notes ]. Taganrog: TRTU Publ., 1995, pp.13-44.
14. Dementii, L.I., *Otvetstvennost' lichnosti kak svoistvo sub'ekta zhiznedeiatel'nosti. Diss...dokt. psiholog. nauk* [The individual's responsibility as a property of the subject of life. Dissertation of Doctor of psychological sciences]. Moscow, 2005, 45p.
15. Dement'eva, I.F., *Sotsial'noe sirotstvo: genezis i profilaktika*. [Social orphanhood: genesis and prevention ]. Moscow, State Research Institute of Family and Education Publ., 2000, 167p.
16. Dehelan, E., Seredi, L., Tardosh, A., *Povedenie vospitatelia, napravlennoe na formirovanie privyчек u detey. Lishennye roditel'skogo popechitel'stva* [Behavior of a tutor aimed at forming habits in children. Deprived of Parental Care]. Moscow, Prosveshchenie Publ., 1991, 200-204.
17. Dimitrenko, G.A., *Strategicheskii menedzhment v sisteme obrazovaniia: uchebnoe posobie* [Strategic Management in Education: Training Manual ]. Kiev., MAUP Publ., 1999. 185 p.
18. Dubrovina, I.V., Lisina M.I., *Psihicheskoe razvitie vospitannikov detskogo doma* [Mental development of children in an orphanage]. Moscow, Prosveshchenie Publ., 1990. 203p.

19. Zhuravleva, L.A., *Sviaz' obshchitel'nosti lichnosti i doveriia k liudiam. Avt. diss....kand. psiholog. nauk* [Relations between sociable personality and confidence to people. Doctor of psychological sciences' abstract ]. Moscow, 2004. 22 p.
20. Zub, A.T., *Strategicheskii menedzhment: Teoriia i praktika: uchebnoe posobie dlia vuzov* [Strategic Management: Theory and Practice: Study guide for schools]. Moscow, Aspect Press Publ., 2002. 167 p.
21. Kapterev, P.F., *Chto mozhet sdelat' shkola dlia razvitiia haraktera uchashchihsia? Izbrannye pedagogicheskie trudy* [What can a school do for character development of students? Selected pedagogical works edited]. Moscow, Pedagogika Publ., 1982. 198p.
22. Kashchenko, V.P., *Pedagogicheskaiia korrektsiia. Ispravlenie nedostatkov kharaktera u detey i podrostkov* [Pedagogical correction. Correction of defects of character of children and adolescents]. Moscow, Academia Publ., 2000. 201p.
23. Korchak, Ja., *Internat. Lishennye roditel'skogo popechitel'stva* [Boarding school. Children deprived of parental care]. Moscow, Prosveshchenie Publ., 1991. pp. 174-185.
24. Krechmer, E., *Poniatie temperamenta. Psikhologiiia individual'nykh razlichii* [The concept of temperament. Psychology of individual differences]. Moscow, AST Astrel Publ., 2008. pp.286-287.
25. Kudinov, S.I., *Polovozrastnye i natsional'no-etnicheskie aspekty liuboznatel'nosti: Dis... d-ra psikholog. nauk* [Gender, age, national and ethnic aspects of curiosity: Dissertation of Doctor of psychological sciences]. Novosibirsk, 1999. 45p.
26. Lazurskii, A.F., *Ocherk nauki o kharakterakh. Psihologiiia individual'nykh razlichii* [Science essay on the characters. Psychology of individual differences], Moscow, AST Astrel Publ., 2008. pp.268 -285.
27. Levitov, N.D., *Psihologiiia haraktera* [Psychology of the character ]. Moscow, Prosveshchenie Publ., 1969. 224p.
28. Mudrik, A.V., *Sotsializatsiia cheloveka: uchebnoe posobie* [Socialization of man: study guide ]. Moscow, Academia Publ., 2006. 189p.
29. Muzal'kov, A.V., *Pedagogicheskie osnovy vospitaniia distsiplinirovannosti uchashchikhsia podrostkovogo vozrasta: diss... dok. ped. nauk* [Pedagogical bases of education of discipline in students of adolescent age: Dissertation of Doctor of pedagogical science]. Elets, 1996. 44 p.
30. Miasishchev, V.N., *Lichnost' i otnosheniia cheloveka. Psikhologiiia lichnosti v trudakh otechestvennykh psikhologov: Khrestomatiia po psikhologii* [Personality and human relations. Personality Psychology in the works of Russian psychologists: Reader on Psychology]. St. Peterburg, Peter Publ., 2001. pp. 95-105.
31. Ponomareva, I.A., *Individual'no-tipicheskie osobennosti nastoichivosti i puti ikh garmonizatsii .– Avt. diss....kand. psikholog. nauk* [Individually typical features of persistence and how they harmonize. Doctor of psychological sciences' abstract]. Moscow, 2004. 21 p.
32. Priadein, V.P., *Polovozrastnye osobennosti otvetstvennosti lichnosti. Sotsial'naya psikhologiiia, Psikhologiiia lichnosti* [Gender and age characteristics of personal responsibility. Social Psychology, Psychology of Personality]. Ekaterinburg, USPU Publ., 1998. 193 p,
33. Rubinstein, S.L., *Uchenie o kharaktere. Psikhologiya individual'nykh razlichii* [The doctrine of the nature. Psychology of individual differences]. Moscow, AST Astrel Publ., 2008. pp. 309 – 324.

34. Rudnev, V.P., *Haraktery i rasstroistva lichnosti. Patografiia i metapsikhologiia* [Characters and personality disorders. Patography and metapsychology]. Moscow, Independent firm "Class" Publ., 2002. 323 p.
35. Satysheva, S.N., *Psikhologicheskie osobennosti obshcheniia vospitannikov detskogo doma i mnogodetnykh semei: Diss....kand. psikholog. nauk* [Psychological characteristics of communication of orphans and large families. Dissertation of Doctor of psychological sciences ]. Novosibirsk, 2007. 22 p.
36. Simonov, V.P., *Pedagogicheskii menedzhment: Nou-hau v obrazovanii: uchebnoe posobie* [Educational management: Know-how in education: study guide ]. Moscow, Higher Education Publ., 2007. p. 56.
37. Simonova, M.A., *Formirovanie kommunikativnykh umenii u detei-sirot 5-7 let v usloviakh internatnykh uchrezhdenii. Avt. diss....kand. ped. nauk* [Formation of communicative skills in orphaned children of 5-7 years old in boarding schools. Doctor of pedagogical sciences' abstract]. Volgograd, 2006. 21 p.
38. Slobodchikov, V.I., *Chto razvivaetsia v obrazovanii, chto obrazuetsia v razvitiu i obrazovanie osobennykh detey: problemy, poiski. Sb. nauchno-prakticheskikh, proektnykh i metodicheskikh materialov* [What develops in education, what forms in development and education of special children: problems, searches. Col. of research and practice, design and teaching materials]. Moscow, Institute of Education Innovations of RAS, 1999. pp. 21-22.
39. Taiurskii, A.I., Aronov, A.M., Belova, E.N., *Innovatsionnyi menedzhment v vysshei shkole: uchebnoe posobie* [Innovation management in higher education: study guide ]. Krasnoyarsk, 2013. 221 p.
40. *Federal'nyi zakon Rossiiskoi Federatsii ot 29 dekabria 2012 g . 273-FZ "Ob obrazovanii v Rossiiskoi Federatsii". St. 3. ]* Federal Law of the Russian Federation from December 29, 2012. No 273-FZ "On Education in the Russian Federation". Art. 3]. Rossiyskaya gazeta ot 31 dekabria 2012 g.
41. Freid, Z., *Psihoanaliz i uchenie o kharakterakh* [Psychoanalysis and the doctrine of the characters ]. Moscow, State Publishing House, 1923. 134 p.
42. Fromm, E., *Individualnyi i sotsialnyi kharakter. Obshchaia psikhologiia. Teksty* [Individual and social character. General psychology. Texts: In 3 vol. Vol. 2. Subject of activity. Book 1. 2nd ed.]. Moscow, UMK Publ., 2002. pp. 339-348.
43. Fromm, E., *Kharakter. Psikhologiia individual'nykh razlichii* [The character. Psychology of individual differences]. Moscow, AST Astrel Publ., 2008. pp. 645-679.
44. Tserkovnaia, I.A., *Mnogomerno-funktsional'noe issledovanie lzhevosti kak individual'no-psihologicheskoi osobennosti lichnosti. Avt. diss....kand. psiholog. nauk* [Multidimensional functional research of mendacity as individual psychological characteristics of personality. Doctor of psychological sciences' abstract ]. Ekaterinburg, 2005. 21 p.
45. Shilova, M.I., Iakovleva, N.F., (2010) *Mnogofaktornyi analiz deformatsii kharaktera detey-sirot i detey, lishennykh roditel'skogo popecheniia* [Multifactorial analysis of the deformation of the nature of orphans and children deprived of parental care ]. *Pedagogy* (2), 25-32.
46. Shipitsyna, L.M., *Deti sotsial'nogo riska i ikh vospitanie* [Children at social risk and their upbringing ]. St. Petersburg. House "Speech" Publ, 2003. 93 h.

47. Iakovleva, N.F., *Pedagogicheskie strategii vospitaniia kharaktera detei-sirot: monografiia* [Pedagogical strategies of character education of orphans: monograph]. Saarbruchen, Germany, LAP LAMBERT Academic Publ., 2012. pp. 77-91.
48. Iakovleva, N.F., (2011), Proiavleniia nedostatkov haraktera u detey-sirot [Manifestations of character defects in orphaned children]. *Vestnik of KSPU named after V.P. Astaf'iev*, 4 (18), Krasnoyarsk, 96-100.
49. Iakovleva, N.F., (2010) Spetsificheskie metody vospitaniia kharaktera detei-sirot [Specific methods of character education of orphans]. *Vestnik of KSPU named after V.P. Astaf'iev*, (1), Krasnoyarsk, 85-91.
50. Iakovleva, N.F., Ovchinnikova, K.A., (2010) Innovatsionnye tekhnologii v vospitanii kharaktera dezadaptirovannykh detei i podrostkov v sotsial'no-reabilitatsionnom tsentre [Innovative technologies in character education of maladjusted children and adolescents in the social rehabilitation center]. *Innovations in continuing education*, (1), Krasnoyarsk, 70-76.
51. Iakovleva, N.F., Ovchinnikova, K.A., (2011) Podgotovka kis-menedzherov k mezhdvumstvennomu vzaimodeistviu v profilaktike sotsial'nogo sirotstva [Preparation of case managers to interagency cooperation in the prevention of child abandonment ]. Krasnoyarsk, *Innovations in continuing education*, (3), 50-56.
52. Iasvin, V.A., *Obrazovatel'naia sreda ot modelirovaniia k proektirovaniu* [Educational environment from modeling to designing ]. Moscow, 1997. pp. 29-30.

## **Факторно-критериальное моделирование процесса воспитания характера детей-сирот**

**Н.Ф. Яковлева**

*Красноярский государственный педагогический университет*

*им. В.П. Астафьева*

*Россия 660049, Красноярск, ул. Ады Лебедевой, 89*

---

*Рассмотрена проблема воспитания духовно-нравственных и деятельно-волевых черт характера у детей-сирот и детей, оставшихся без попечения родителей. Проанализированы особенности характерологического развития детей-сирот в условиях образовательных и социальных учреждениях интернатного типа. Теоретически обосновано и описано построение модели процесса воспитания характера детей-сирот, включающей управляемые факторы и критерии.*

*Ключевые слова: дети-сироты, характер, воспитание, духовно-нравственные и деятельно-волевые черты, метод факторно-критериального моделирования.*

---